# Adult-Geriatric Primary Care NP (AGPCNP) Role-Specific Competency Self-Assessment

Student Name:

## AGPCNP Core Competency: Scientific Foundation

Table : AGPCNP Core Competency: Scientific Foundation

| **Role-Specific Competency** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Contributes to knowledge development and improved care of the adult-gerontology population.  |  |  |
| Uses scientific knowledge and theoretical foundations to differentiate between normal and abnormal changes in physiological, psychological, and sociological development and aging. |  |  |

## AGPCNP Core Competency: Leadership

Table : AGPCNP Core Competency: Leadership

| **Role-Specific Competency** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Describes the current and evolving adult-gerontology primary care NP role to other healthcare providers and the public. |  |  |
| Provides leadership to facilitate the complex coordination and planning required for the delivery of care to young adults (including late adolescents), adults, and older adults. |  |  |
| Demonstrates leadership in the practice and policy arenas to achieve optimal care outcomes for the adult-gerontology population. |  |  |

## AGPCNP Core Competency: Quality

Table : AGPCNP Core Competency: Quality

| **Role-Specific Competency** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Promotes safety and risk reduction for the adult-gerontology population. |  |  |
| Evaluates the quality-of-care delivery models and their impact on adult population outcomes across the age and care continuum. |  |  |
| Demonstrates continuous quality improvement of one’s own practice. |  |  |

## AGPCNP Core Competency: Practice Inquiry

Table : AGPCNP Core Competency: Practice Inquiry

| **Role-Specific Competency** **CORE, *not* role specific** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Provides leadership in the translation of new knowledge into practice. |  |  |
| Generates knowledge from clinical practice to improve practice and patient outcomes. |  |  |
| Applies clinical investigative skills to improve health outcomes. |  |  |
| Leads practice inquiry, individually or in partnership with others. |  |  |
| Disseminates evidence from inquiry to diverse audiences using multiple modalities. |  |  |
| Analyzes clinical guidelines for individualized application into practice. |  |  |

## AGPCNP Core Competency: Technology and Information Literacy

Table : AGPCNP Core Competency: Technology & Information Literacy

| **Role-Specific Competency** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Integrates appropriate technologies into healthcare delivery for adult-gerontology populations in remote and face-to-face encounters. |  |  |
| Uses devices and technology to improve outcomes for adult-gerontology patients, including the cognitively impaired, sensory impaired, and those with disabilities. |  |  |
| Uses appropriate electronic communication methods with healthcare professionals, patients, family members, and caregivers. |  |  |
| Applies ethical and legal standards regarding the use of technology in health care for the adult-gerontology population. |  |  |
| Analyzes the adequacy of data-capture methods in clinical information systems to promote effective care for the adult-gerontology population. |  |  |

## AGPCNP Core Competency: Policy

Table : AGPCNP Core Competency: Policy

| **Role-Specific Competency** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Advocates for implementation of the full scope of the AGPCNP role. |  |  |
| Analyzes policy relative to optimal care outcomes for the adult-gerontology population. |  |  |
| Develops strategies to reduce the impact of ageism, racism/ ethnocentrism, and sexism on healthcare policies and systems. |  |  |

## AGPCNP Core Competency: Health Delivery System

Table : AGPCNP Core Competency: Health Delivery System

| **Role-Specific Competency** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Manages safe transitions across settings and levels of care. |  |  |
| Applies knowledge of regulatory processes and payer systems to the planning and delivery of healthcare services for adults across the age and level-of-care spectrums. |  |  |
| Facilitates the development of health-promotion programs in a health system or community. |  |  |

## AGPCNP Core Competency: Ethics

Table : AGPCNP Core Competency: Ethics

| **Role-Specific Competency** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Advocates for the patient’s and family’s rights regarding healthcare decision-making, taking into account ethical and legal standards. |  |  |

## AGPCNP Core Competency: Independent Practice

Table : AGPCNP Core Competency: Independent Practice

|  |  |  |
| --- | --- | --- |
| **Role-Specific Competency** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| Independently manages common complex, acute, and chronically ill patients across the spectrum of adolescence to the older adult, including the frail older adult. |  |  |
| Provides age-appropriate wellness-promotion and disease-prevention services, weighing the costs, risks, and benefits to individuals. |  |  |
| Uses correct diagnostic evaluation and management billing codes for care of the adult and older adult populations across settings. |  |  |
| Assesses the individual’s and family’s ability to cope with and manage developmental (life-stage) transitions. |  |  |
| Manages geriatric syndromes and changing conditions using evidence- based guidelines. |  |  |
| Manages common cognitive behavioral and mental health conditions in adolescents, adults, and older adults. |  |  |
| Provides interventions adapted to meet the complex needs of individuals and families considering cost benefits and patient preference. |  |  |
| Collaborates with the patient, family, and others to provide palliative and end-of-life care. |  |  |
| Develops a plan for long-term management of chronic healthcare problems with the individual, family, and healthcare team. |  |  |
| Collaborates, as appropriate, with others to diagnose and manage acute complications of chronic and/or multi-system health problems. |  |  |
| Evaluates individual’s and/or caregiver’s support systems. |  |  |
| Safely performs procedures common to adult and geriatric primary care clinical practice. |  |  |
| Provides education based on appropriate teaching-learning theory to individuals, families, caregivers, and groups regarding adolescent, adult, and gerontological issues. |  |  |
| Adapts teaching approaches based on learner’s physiological and psychological changes, developmental stage, readiness to learn, literacy, the environment, and resources. |  |  |
| Educates individuals, families, caregivers, and groups regarding strategies to manage the interaction among normal development, aging, and mental and physical disorders. |  |  |
| Provides consultation to health professionals and others regarding care of adolescents, adults, and older adults. |  |  |
| Uses interventions to prevent or reduce risk factors for diverse and vulnerable adult populations, particularly adolescents and frail older adults. |  |  |